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ABSTRACT

This guide explains the duties of an Indian tutor in the Indian Education Program in Moore (Oklahoma) Public Schools and provides hints for successful tutoring. The reading section describes reading skills; explains the components of sight vocabulary skills, word analysis skills, and comprehension skills; provides checklists on general reading skills, word attack skills, oral reading skills, and other relevant data; and includes the Dolch word list, the Fry word list, and lists of prefixes and suffixes. The language arts section explains some assumptions about writing; describes some activities for developing listening and speaking skills, expanding vocabulary, and teaching creative writing; and discusses using the newspaper to tutor in reading. Ideas are presented for mixing writing with other content areas, such as art, social studies, math, and science. The section on touch math provides basic information, and specific instructions for addition, subtraction, multiplication, and division. The document contains illustrations and checklists for evaluating the learning process. Eleven resources are listed. (SV)

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MOORE INDIAN EDUCATION

TITLE V-C

MOORE PUBLIC SCHOOLS

MOORE, OKLAHOMA

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WHAT DOES AN INDIAN TUTOR DO?

Assist the Indian Counselor in activities related to Indian Counseling and tutoring.

Assist Counselor in identification of all Indian students kindergarten through twelfth grade.

Assist Counselor in phoning before Form 506 is mailed to parents. Explain the Indian Education Program in the Moore Public Schools.

Prepare Indian arts and crafts for Indian Education classroom guidance.

Work with Counselor in classrooms to achieve Indian arts and crafts.

Assist Counselor in showing audio-visual materials related to Indian culture and heritage.

Record all Indian students on proper forms listing grades and attendance for the personnel.

Meet with Program Director monthly to discuss program implementation and other important items related to program.

Meet with Prescriptive Teacher monthly to discuss and update prescriptions.

Meet with Indian Parent Advisory Committee at regular and special called meetings.

Assist Indian Secretary with all files and records, related to Indian Education Program.

Attend workshops during the school term for updating skills related to Indian Education.

Attend local Indian in-service as can be provided by Moore Indian Education program.

Assist in workshops arranged by Moore Indian Education program.

Perform other duties as assigned by Indian Counselor.

Keep a daily log of educational activities.

HINTS FOR SUCCESSFUL TUTORING

Remember: Tutoring is essentially an individual experience--the interrelationship between individuals working closely together. In this relationship there is not one method or easy answer. The most successful methods are those with which you as a tutor feel most comfortable and develop yourself while working with the student. The hints presented here are merely suggestions offered to serve as a guide for successful tutoring.

1. Relax and be yourself. Your sincere personal concern is your greatest asset as a tutor.

2. To build rapport, talk with the tutee about mutual interests and, above all, **LISTEN.** Accept the tutee's ideas as worthwhile. Once the tutee feels that you are a sincere listener, he/she will be eager to talk to you and share ideas.

3. Devote some time in the early tutoring sessions to discover the student's learning problems and begin tutoring at a level well within his/her reach. Remember that many tutees have had a little success in school and need a rewarding experience to restore self-confidence.

4. When working with your tutee, don't let him/her flounder for an answer for more than a few moments. Step in, tactfully, and help out. When a student's answer is incorrect, do no show your disapproval to the point where he/she becomes discouraged, but help him/her instead to know some of the ways to arrive at the correct answer.

5. In general, the less work you do **FOR** your tutee, the better. Although it is quicker, easier, and less frustrating for a tutor to do a problem or an assignment, it is of little permanent help to the student. A good tutor will spend most of the time asking questions, listening, and helping the tutee to think for him/herself rather than lecturing to him/her.

6. Once the tutoring is going well, don't be guilty of under expectation. Consult with the teacher and then move on to more challenging material. If you expect little from your tutee, he/she will produce little. Let him/her know you have high expectations for him/her. With this encouragement he/she may come to have the same high expectations for him/herself.

7. Break the tutoring session into several short segments of various activities. Be flexible. If you see your tutee having difficulty concentrating, try a change of pace.

8. Be creative and imaginative in your tutoring methods. Look for ways to motivate your tutee and to involve him/her in the activity. Many students learn better through sensory experiences. The concrete learning experience is the longest lasting one.

9. Be sensitive to the existence of emotional or psychological problems which may be affecting performance, although it is not the tutor's task to handle these problems. Refer such problems to the appropriate personnel.

10. The tutee's teacher can give you the most information concerning his/her present academic difficulties. Stay in communication with the teacher for the purpose of keeping him/her aware of the student's progress and/or difficulties.

11. Keep a brief and simple progress report on your child. Include pertinent information as conversations, special interests, particular talents, and other useful information.

12. Always be on time. This will add greatly to your effectiveness as a tutor.

R E A D I N G

READING SKILLS

Reading is a complex skill which consists of many smaller skills put together. Generally, reading can be divided into three skill areas for teaching. They are:

Sight Vocabulary **Word Analysis** **Comprehension**

SIGHT VOCABULARY refers to the words a student can recognize immediately on sight and does not have to sound out. A student should be continually increasing the number of words he knows so he can spend less time trying to figure out unfamiliar words and can concentrate, instead, on understanding what they mean.

WORD ANALYSIS refers to the skills a student can use to sound out an unfamiliar word. A system for figuring out these words is needed so a student will know what to do when he comes across words in his reading which he does not recognize on sight.

COMPREHENSION refers to a student's ability to understand what he reads and to use this information in a variety of ways. This is the most important skill in reading, since word analysis and vocabulary are of little value if they do not ultimately lead to comprehension.

Each of these three reading skill areas can be divided into many smaller skills, or "sub-skills", which slowly build up to proficiency in the whole area.

Following are the sub-skills for each of the three areas, listed in approximate order of difficulty. A student should be able to perform the sample task and other similar exercises for earlier skills before advancing to the later ones on the list.

SIGHT VOCABULARY SKILLS

1) The student can distinguish one letter from another.

s m r q p t a z "Point to the 'm'"

2) The student can identify all upper and lower case letters.

P a
A e
D d
E p

"Match the upper case letter with the lower case letter."

3) The student can distinguish one word from another.

top stop store port post "point to the word 'stop'".

4) The student can read all 220 words on the Dolch Basic Sight Word List.

5) The student can combine two smaller words to form a compound word.

barn	plane	"Match these words to form
air	side	compound words."
out	yard	

6) The student can name opposites (antonyms) for word possessing an opposite.

What is the opposite of 'up'?" (down)

7) The student can name two words with the same meanings (synonyms).

"What is another word that means the same as 'cheerful'?" (happy) (glad)

8) The student can identify words pronounced the same (homonyms) and use them correctly.

The (bear, bare) tried to (sea, see) across the (road, rode).
"Circle the correct word."

9) Student can read words from **Fry Word List** according to grade level.

10) The student can read more complex words on sight.

WORD ANALYSIS SKILLS

1) The student recognizes consonants and can make their sounds.

b	k	q	w
d	l	r	y
f	m	s	z
h	n	t	g
j	p	v	c

"As I point to each letter, tell me the sound it makes."

2) The student knows the long and short sound for each vowel.

a - ace
e - even
i - ice
o - over
u - unit

"Long vowels say their letter names."

a - apple
e - effort
i - igloo
o - ostrich
u - umbrella

"Short vowels make a different sound from their letter names."

See the words for examples of the sounds made.

"As I point to each vowel, tell me the short sound it makes."

"As I point to each vowel, tell me the long sound it makes.

3) The student can sound out a simple vowel-consonant pattern.

"Sound out these pretend words using the short vowel sound."

ap	im
et	ug
ot	ik

4) The student can sound out a simple consonant-vowel pattern.

"Sound out these pretend words using the long vowel sound."

tog	sof
dis	kav
fum	jep

"Sound out these pretend words using the short vowel sound."

5) The student recognizes consonant blends and digraphs and can make their sounds:

Blends (consonants which blend their regular sounds together)

st	tr	tw
sl	gr	cl
bl	fr	pl
br	fl	dr
pr	gl	str
thr	sp	spr
sw	sm	spl
cr	sn	scr

Digraphs (two consonants which form a new sound when put together)

sh
th
ch
wh
ph

"As I point to each blend, tell me the sound it makes."

6) The student recognizes complex vowel-consonant patterns and can make their sounds:

oll - as in doll
ell - as in well
ull - as in full
ill - as in bill
all - as in fall

ou - as in out
ow - as in cow, show
oi - as in oil
oy - as in boy
oo - as in book
oo - as in moon

or - as in for
er - as in her
ir - as in stir
ur - as in hurt
ar - as in car

ai - as in pain
ay - as in tray
aw - as in straw
oa - as in boat
ee - as in feet

ea - as in meat, great, head
igh - as in night

"As I point to each pattern, tell me the sound(s) it makes."

7) The student can sound out complex one-syllable words.

"Sound out the following words".

flash
cream
pride
swell

strong
drawn
short
fright

8) The student can divide words into syllables.

Rules for syllables:

Hand on chin.

Each syllable must have a vowel.

Suffixes and prefixes are syllables.

If vowel in a syllable is followed by two consonants, the syllable ends with the first consonant. (let-ter)

If vowel in a syllable is followed by only one consonant, the syllable ends with the vowel. (pa-per)

If a words ends in le, the consonant just before the "l" begins the last syllable. (ta-ble, han-dle)

"Divide the following words into syllables".

understand
direction
thunderbird
experience
leadership

9) The student can sound out words of more than one syllable.

"Sound out the following words":

happiness	independent
unusual	definition
tremendous	impossible

10) The student knows the sounds and meanings of common affixes: (See list of suffixes and prefixes in the Reading section of this notebook.)

"Add 'un' to each word. What new word does it make? How has its meaning changed?"

happy welcome finished necessary

COMPREHENSION

1) Can follow printed directions.

"Color the wagon red."
"Make a line under the words that start with a vowel."

2) Can verify a statement by reading.

"Read and find out if Sam gets to be first."

3) Can recall what has been read.

"How did the policeman help Bill?"

4) Can predict logical outcomes.

"What do you think he will do now?"

5) Can find details in what has been read.

"How many people came to the village that day?
Which one left something behind?"

6) Can read to find a specific answer to a question.

"Read this page and find out why the canoe got to the island after dark."

7) Can understand the main idea in a story.

"What is the main idea of the story you just read?"

8) Can keep events in proper sequence.

"Tell what happened at the beginning, the middle, and end of your story."

COMPREHENSION QUESTIONS

Main Idea:	This story is about: The best title for this story is: Select a topic sentence for this story:
Detail:	Who_____? What did _____ do? When did this story take place? Where did this story take place? Where did _____ (do something?) How did _____ (do something?) What size was the _____? What color was the _____?
Sequence:	What happened first (last) in the story? What happened before (after) _____? Number the following 1, 2, 3, 4, 5 in the order mentioned in the story.
Vocabulary:	What did the word "_____" mean in this story? (good question for words with more than one meaning.)
Characterization & Feelings:	List all the characters in the story. Who was most important? Why do you think so? How did _____feel in this story? Which character was _____? (selfish, greedy) What kind of person was _____? Why do you think so?
Cause and Effect:	What happened when _____? What made the _____? What caused the _____? What reaction occurred when _____?

"GET A BOOK AND READ WITH YOUR STUDENT"

(Some ideas for making this tutoring assignment useful)

1. **SHADOW READING** (easiest)

   a. Student and tutor read aloud in unison.
   b. Student hears unfamiliar words immediately and can continue.
   c. Student and tutor should be sitting side by side and read from the same book.
   d. Reading should be done slowly.
   e. As the student becomes more proficient, tutor's voice is lowered.

   NOTE: Be sure that the student is actively reading; do not allow the student to merely listen.

2. **RADIO READING**

   a. Tutor reads either a sentence or part of a sentence (depending on the student's reading skill).
   b. Student repeats what the tutor has read (be sure the student is looking at the words as he repeats what he has heard).
   c. As the student's skill increases, read larger units (two sentences, short paragraphs, etc.)

3. **TRADE READING**

   a. Tutor reads a passage.
   b. Student reads the next passage of the same length.
   c. As the student's skill increases, increase the size of the passages read.

4. **TRADE READING WITH QUESTION**

   a. Tutor reads a passage.
   b. Tutor asks the student a question about the passage just read.
   c. Student reads the next passage.
   d. Student asks the tutor a question about the passage just read.

   NOTE: Asking questions is hard; this may take time to develop.

ALWAYS HELP WITH VOCABULARY QUICKLY. Give one helpful hint, then tell them the word if they still can't get it. Don't let them get discouraged by getting stuck on a word for a long time.

C H E C K L I S T

In addition to determining the student's reading levels and gathering information about his comprehension ability through informal techniques, the teacher can, by using checklists such as the following and a "+" and "-" notation, develop a picture of the child's strengths and weaknesses.

General Reading Skills:

___Enunciation
___Adequate phrasing
___Word-by-word phrasing
___Head movements, following with finger, posture, distractibility, tenseness
___Word-recognition difficulties:
  ___Reversals
  ___Wrong beginning
  ___Wrong middle
  ___Wrong ending
___Word-recognition skills:
  ___Use of context
  ___Adequacy of sight vocabulary
___Other difficulties
  ___Repetitions
  ___Omissions
  ___Substitutions
  ___Other

Word Attack Skills:

___Blending skill
___Resorts to spelling attack
___No method of word analysis
___Recognition of familiar parts
___Recognition of parts of compound words
___Recognition of word roots
___Recognition of suffixes
___Recognition of prefixes
___Consonant sounds
___Vowel sounds

Other Relevant Data:

___Hearing status
___Visual status
___Speech difficulties
___Other physical difficulties
___Fluency in language usage
___Chief interests
___Ability to concentrate
___Persistence in tasks
___Emotional reactions (confident, shy, overaggressive, negativistic, cheerful, etc.)
___Attitudes (toward school, teacher, reading)
___Home environment
___Other observations

ORAL READING CHECKLIST

NAME_____

GRADE_____ AGE_____ DATE_____

SKILL	MASTERY		
	Poor	Average	Good
Good reading posture			
Ability to utilize word attack skills . Sounding out new words . Pronouncing words correctly . Using structural parts . Using combines methods of word attack			
Ability to phrase meaningfully			
Ability to recognize and use punctuation symbols			
Ability to identify main ideas			
Ability to read fluently and enunciate clearly			
Ability to convey meaning and feeling to listeners			

COMPREHENSION SKILLS CHECKLIST

NAME_____

GRADE_____ AGE_____ DATE_____

SKILL	MASTERY		
	Poor	Average	Good
Ability to understand meaning			
. Word			
. Sentence			
. Paragraph			
Ability to recall main idea			
Ability to give supporting ideas			
Ability to retell a story in sequence			
Ability to draw conclusions from given facts			
Ability to evaluate material read			
Ability to relate reading to experience			
Ability to use sources of information			
. Table of contents			
. Dictionary			
. Maps			
. Index			
Ability to make comparisons between two or more versions of a story			

WORD ATTACK SKILLS CHECKLIST

NAME_____

GRADE_____ AGE_____ DATE_____

SKILL	MASTERY		
	Poor	Average	Good
Recognition of basic sight vocabulary			
Ability to sound out new words			
. Recognition of consonant sounds			
. Recognition of vowel sounds			
. Knowledge of syllabication			
Ability to analyze word structure			
. Understanding of syllabication			
. Understanding of root words			
. Understanding of prefixes			
. Understanding of suffixes			
Ability to use context clues			
Ability to supply synonyms and antonyms			
Ability to use a dictionary			

D O L C H W O R D L I S T

A N D

F R Y W O R D L I S T

DOLCH WORD LIST

PP

1.	a	21.	look
2.	and	22.	make
3.	away	23.	me
4.	big	24.	my
5.	blue	25.	not
6.	can	26.	one
7.	come	27.	play
8.	down	28.	red
9.	find	29.	run
10.	for	30.	said
11.	funny	31.	see
12.	go	32.	the
13.	help	33.	three
14.	here	34.	to
15.	I	35.	two
16.	in	36.	up
17.	is	37.	we
18.	it	38.	where
19.	jump	39.	yellow
20.	little	40.	you

DOLCH WORD LIST

Pri

1. all
2. am
3. are
4. at
5. ate
6. be
7. black
8. brown
9. but
10. came
11. did
12. do
13. eat
14. four
15. get
16. good
17. have
18. he
19. into
20. like
21. must
22. new
23. no
24. now
25. on
26. our
27. out
28. please
29. pretty
30. ran
31. ride
32. saw
33. say
34. she
35. so
36. soon
37. that
38. there
39. they
40. this
41. too
42. under
43. want
44. was
45. well
46. went
47. what
48. white
49. who
50. will
51. with
52. yes

DOLCH WORD LIST

1

1. after
2. again
3. an
4. any
5. as
6. ask
7. by
8. could
9. every
10. fly
11. from
12. give
13. going
14. had
15. has
16. her
17. him
18. his
19. how
20. just
21. know
22. let
23. live
24. may
25. of
26. old
27. once
28. over
29. open
30. put
31. round
32. some
33. stop
34. take
35. thank
36. them
37. then
38. think
39. walk
40. were
41. when

DOLCH WORD LIST

II

1. always
2. around
3. because
4. been
5. before
6. best
7. both
8. buy
9. call
10. cold
11. does
12. don't
13. fast
14. first
15. five
16. found
17. gave
18. goes
19. green
20. its
21. made
22. many
23. off
24. or
25. pull
26. read
27. right
28. sing
29. sit
30. sleep
31. tell
32. their
33. these
34. those
35. upon
36. us
37. use
38. very
39. wash
40. which
41. why
42. wish
43. work
44. would
45. write
46. your

DOLCH WORD LIST

III

1. about
2. better
3. bring
4. carry
5. clean
6. cut
7. done
8. draw
9. drink
10. eight
11. fall
12. far
13. full
14. got
15. grow
16. hold
17. hot
18. hurt
19. if
20. keep
21. kind
22. laugh
23. light
24. long
25. much
26. myself
27. never
28. only
29. own
30. pick
31. seven
32. shall
33. show
34. six
35. small
36. start
37. ten
38. today
39. together
40. try
41. warm

READING EDUCATION CENTER
College of Education - University of Oklahoma

These are the words most used in reading and writing English, grouped in order of frequency of use, according to Edward Fry!

Set One

1	2	3	4	5	6	7	8	9	10	11	12
the	he	go	who	saw	big	may	ran	ask	hat	off	fire
a	I	see	an	home	where	let	five	small	car	sister	ten
is	they	then	their	soon	am	use	read	yellow	write	happy	order
you	one	us	she	stand	ball	these	over	show	try	once	part
to	good	no	new	box	morning	right	such	goes	myself	didn't	early
and	me	him	said	upon	live	present	way	clean	longer	set	fat
we	about	by	did	first	four	tell	too	buy	those	round	third
that	had	was	boy	came	last	next	shall	thank	hold	dress	same
in	if	come	three	girl	color	please	own	sleep	full	fall	love
not	some	get	down	house	away	leave	most	letter	carry	wash	hear
for	up	or	work	find	red	hand	sure	jump	eight	start	yesterday
at	her	two	put	because	friend	more	thing	help	sing	always	eyes
with	do	man	were	made	pretty	why	only	fly	warm	anything	door
it	when	little	before	could	eat	better	near	don't	sit	around	clothes
on	so	has	just	book	want	under	than	fast	dog	close	though
can	my	them	long	look	year	while	open	cold	ride	walk	o'clock
will	very	how	here	mother	white	should	kind	today	hot	money	second
are	all	like	other	run	got	never	must	does	grow	turn	water
of	would	our	old	school	play	each	high	face	cut	might	town
this	any	what	take	people	found	best	far	green	seven	hard	took
your	been	know	cat	night	left	another	both	every	woman	along	pair
as	out	make	again	into	men	seem	end	brown	funny	bed	now
but	there	which	give	say	bring	tree	also	coat	yes	fine	keep
be	from	much	after	think	wish	name	until	six	ate	sat	head
have	day	his	many	back	black	dear	call	gave	stop	hope	food

Set Two

13	14	15	16	17	18	19	20	21	22	23	24
told	time	word	wear	hour	grade	egg	spell	become	herself	demand	aunt
Miss	yet	almost	Mr.	glad	brother	ground	beauti-	body	idea	however	
father	true	thought	side	follow	remain	after-	ful	chance		figure	system
children	above	send	poor	company		noon	sick	act	drop	case	lie
land			lost	believe	milk	feed	became		river	increase	cause
interest	still	receive	outside	begin	several	boat	cry	die	smile	enjoy	marry
govern-	meet	pay		mind	war	plan	finish	real	son	rather	possible
ment	since	nothing	wind	pass	able	question		speak	bat	sound	supply
feet	number	need	Mrs.		charge		catch	already	fact	eleven	thousand
garden	state	mean	learn	reach	either	fish	floor	doctor	sort		pen
done	matter	late	held	month	less	return	stick	step	king	music	condition
country	line	half	front	point	train	sir	great	itself	dark	human	perhaps
different	remem-	fight		rest	cost	fell	guess	nine	them-	court	
bad	ber	enough	built	sent	evening	hill	bridge	bby	selves	force	produce
across	large		family	talk		wood	church	minute	whose		twelve
yard	few	feel	began		note	add	lady		study	plant	rose
winter	hit	during	air	went	past	ice	tomor-	ring	fear	suppose	uncle
table	cover	gone	young	bank	room	chair	row	wrote	move	law	labor
story	window	hundred	ago	ship	flew		snow	happen	stood	husband	
some-		week	world	business		watch	whom	appear	himself	moment	public
times	even	between		whole	office	alone	women	heart	strong		consider
I'm	city	change	airplane	short	cow	low	among	swim	knew	person	thus
tried	together		without	certain	visit	arm	road	felt	often	result	least
horse	sun	being	kill		wait	dinner	farm	fourth	toward	continue	power
some-	life	care	ready	fair	teacher	hair	cousin		wonder	price	mark
thing	street	answer	stay	reason	spring	service	bread	I'll	twenty	serve	president
brought	party	course	won't	summer	picture	class	wrong	kept	impor-	national	voice
shoes	suit	against	paper	fill	bird	quite	age	well	tant	wife	whether

P R E F I X E S

A N D

S U F F I X E S

PREFIXES AND SUFFIXES

PREFIXES:	dis	(not, apart)	dismiss
	in	(not)	invade
	mis	(wrong)	mistake
	anti	(against)	anticlimax
	non	(not)	nonsense
	com	(with)	combine
	con	(with)	connect
	pre	(before)	prepare
	super	(over)	superior
	tri	(three)	tricycle
	sub	(under)	submarine
	post	(after)	postscript
	ab	(from)	abnormal
	trans	(across)	translate
	em	(in)	embark
	de	(from)	depart
	inter	(between)	interurban
	pro	(in front of)	promote
	ex	(out of or out)	explain
	en	(in)	enter
	ob	(against)	object
	per	(fully, through)	perfect
SUFFIXES:	ness	(being)	sickness
	ment	(result of)	movement
	ward	(in direction of)	backward
	ous	(full of)	joyous
	ious	(abounding in)	gracious
	et	(little)	leaflet
	able	(capable of being)	capable
	ic	(like, made of)	magic
	ish	(like)	foolish
	ant	(being)	vacant
	ent	(one who)	president
	age	(collection of)	baggage
	ance	(state of being)	disturbance
	ence	(state of quality)	violence
	wise	(ways)	crosswise
	ling	(little)	duckling
	ty	(state)	unity
	ure	(denoting action)	pleasure
	ion	(condition or quality	action

L A N G U A G E A R T S

THIS SECTION OF THE TUTORING HANDBOOK CAN BE USED FOR UPPER ELEMENTARY STUDENTS, BUT NOT LIMITED TO THESE GRADE LEVELS. MOST OF THE ACTIVITIES CAN BE ADAPTED TO ANY GRADE LEVEL.

FOUR AREAS OF LANGUAGE ARTS

I. LISTENING

II. SPEAKING

III. READING

IV. WRITING

SOME ASSUMPTIONS ABOUT WRITING

The lyf so short, the craft so long to lerne.
Chaucer (On the Work of Writing)

1. LEARN BY DOING: We learn to write by writing.

2. PROCESS: The emphasis in writing is on the process, not the finished product.

3. ORAL LANGUAGE: Written language has its base in oral language, and oral composing should precede written composing.

4. LITERATURE: Literature is a vast resource for students to draw upon in their own composing.

5. OBSERVATION: Developing powers of observation is essential to the writing process.

6. AUDIENCE: Various audiences help shape style and content of writing. Teachers do not make the best audience for receiving students' writing.

7. EVALUATION AND GRADING: Teachers' greatest impact on improving students' writing is through helping them revise and edit their writing rather than through correction and negative criticism after the writing is completed.

8. DRAFTS: Students' writing should be more than a one shot deal. Students should write rough drafts, revise and then write final drafts. When students write compositions in a single draft, they tend to focus on neat handwriting and correct spelling rather than on communicating their message effectively.

9. GRAMMAR: The teaching of grammar has a negligible or harmful effect on the improvement of students' writing.

10. WRITING ACROSS THE CURRICULUM: Writing, like reading, involves all curriculuar areas.

11. COMPOSITION TOPICS: The substance of students' writing needs to come from their own backgrounds of experience, observation and imagination.

Dr. Gail Tompkins
College of Education
University of Oklahoma

LISTENING FOR THE MAGIC WORD

Choose an unusual word to use sometime during the day. Use appropriate words for your students' grade level. Write the word in a corner of the chalkboard for the children to see. Instruct the student to listen for the word and, as soon as he hears it, to say **"MAGIC WORD"**. The student who hears it first will receive a special privilege at the end of the session. A few interesting words to get you started are: symptom, magpie, cucumber, eureka, antifreeze, quirk, and thud.

SUMMARIZING THE TUTORING SESSION

The tutor can use a puppet at the end of the session to summarize important events or happenings. The puppet can praise many children for being good listeners, or ask them what they enjoyed most during the session.

LISTENING FOR KEY WORDS

Ask the child to listen carefully as you read an informative article about a specific area you are studying. Write several key words on the chalkboard to help the student remember what he/she heard. Then ask them to write everything they can remember from their listening. Award a point for each fact remembered.

LISTENING FOR DETAILS

Read the story "The Two Stonecutters" by Eve Titus to the student. Ask the student to listen for three wishes. Discuss the wishes and their consequences. Then ask the student to write, "I had three wishes. . ." The story can be found in children's digest, February 1968, and is also in book form.

CLAPPING YOUR HANDS

Read a paragraph or a story to a group of children, asking them to clap their hands:

(A) When they hear the name of an animal. Use "My Easy-to-Read-True Book of Animal Babies" by Illa Rodendorf;

(B) Whenever they hear a word that describes something. Use "Hide and Seek Fog" by Alvin Tresselt;

(C) Every time they hear a word that names something. Use "The Little House" by Virginia Lee Burton; or

(D) When they hear a word that begins (or ends) with a certain sound. Such as "A", "B".

SPEAKING

EXPRESSING OPINIONS

Give the student the opportunity to express hs/her opinions on certain topics written on strips of paper and placed in a shoebox. Let each student choose a strip of paper. Some possible topics are:

* I am really happy when . . .
* I feel angry when . . .
* The best thing that ever happened to me was . . .
* I like . . .
* I don't like . . .
* I want to be _____ _____ when I grow up. (Explain why)
* My favorite book is _____ because . . .
* My favorite TV program is _____ because . . .
* The kind of bike I would like is . . .
* My favorite food is . . .
* My favorite football (or basketball) team is _____ because . . .
* One time I lost my . . .
* I would like to visit _____ because . . .

CHOOSING AND DISCUSSING A TOPIC

Ask the student or students to place their chairs in a circle or square. Then choose and discuss one of the topics listed on a large sheet of oaktag. The following choices can be used many times:

* The day I missed the bus
* The best meal I every ate
* The worst storm I ever saw
* The nicest person I ever met
* The most difficult thing that I have done
* My most depressing day
* The first time I went skiing (surfing, ice skating)
* What I like about my best friend
* The most amusing moment I've had
* How to be a good parent
* What I would do with a thousand dollars
* My most embarrassing moment
* My most enjoyable vacation
* A problem that is bothering me
* My favorite dessert
* The most memorable event of this week
* My favorite game
* Moments of disappointment
* Things I like to do
* Places I like to go
* My favorite sport
* The most exciting day I have ever had
* The funniest thing I've ever seen
* My lucky day

SPEAKING CONTINUED....

DISCUSSING WORD MEANINGS

Discuss what the word success means, then record on an experience chart what children think success is. One student might contribute these impressions:

Success is

* Getting my boots on
* Getting all my words correct on the spelling test
* Saving enough money to buy a ten-speed bike
* Winning a game of Monopoly

Try this activity using other words such as kindness, failure, mischief, distress, and gratification.

DISCUSSING PICTURE BOOK STORIES

A beautiful picture book without text, called **"THE SILVER PONY"** by Lynd Ward, is a useful tool for the tutor. The book is a collection of eighty pictures that tell a story. Use the book with four or five children and have them discuss and describe what is happening in the pictures. To motivate oral expression about the illustrations, ask such questions as:

What is the boy thinking?
What is going to happen?
What will the boy do?
What is the boy's name?

Ask the student to tell the story of each picture. The illustrations can be displayed with an opaque projector for a large group discussion.

STORYTELLING FROM A PICTURE

Using an interesting picture mounted on bright construction paper, ask a child to pick one, then use it to tell a story. The child should look at the picture and tell what is occurring, explain the circumstances that led to the events in the picture, then think of a story ending. Explain to the child that he/she can be as imaginative as they wish, and suggest that the story be as realistic or as fanciful as possible.

PLANNING CREATIVE AMUSEMENTS

Ask a student to use his imagination and think of at least one way a child his age could entertain himself on a boring day. Record these ideas on an experience chart or the chalkboard. A few schemes might include making cookies or fudge, building a shelf for games, tightening all the loose screws on light switches and outlets, polishing the furniture, making a papier-mache mask, calling your friends over for a game of Clue, or making a ski jump in the backyard.

DEVELOPING A VOCABULARY BOOKLET

Have each child develop a vocabulary booklet to use during the year. The child will record any word that is new or unusual and use it in a simple sentence in order to derive the correct meaning. The tutor should help the child with any hard-to-spell word. The child can copy many of the words from experience charts or lists compiled by the teacher or tutor after a story has been read, worked on a special science or social studies unit, or developed a class story, illustrations may be used with some of the words.

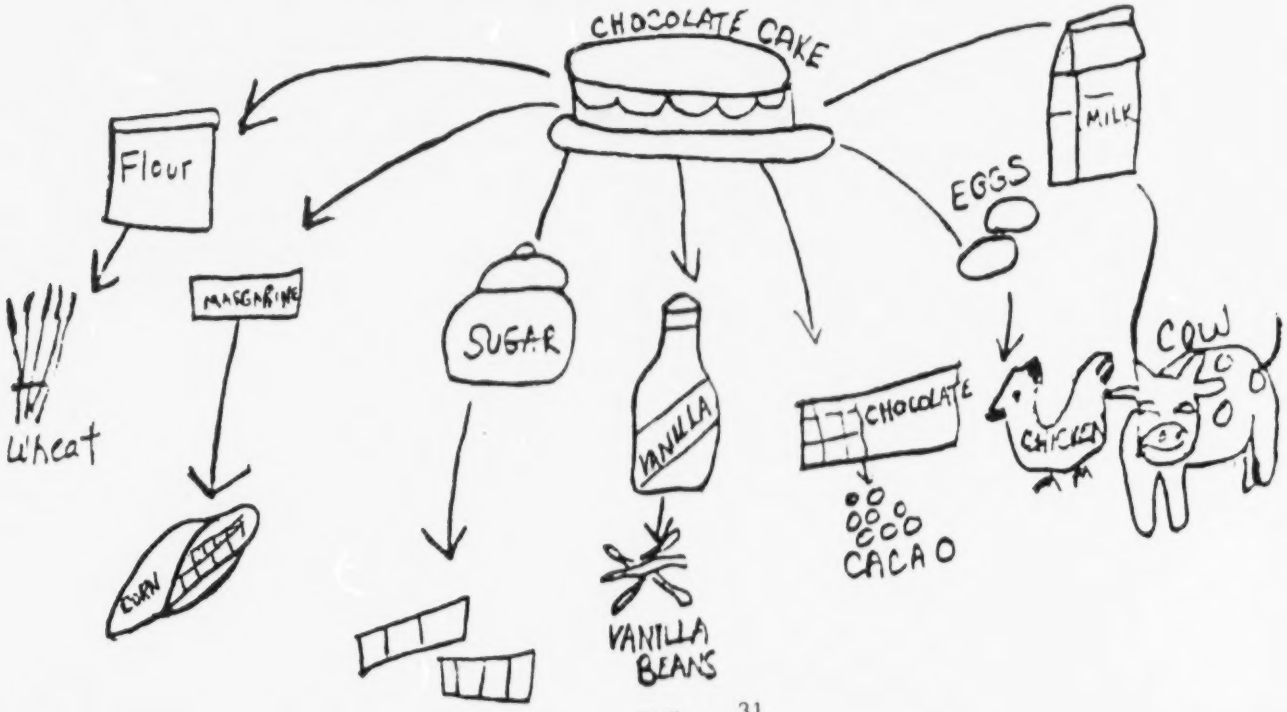
DISPLAYING PICTURES

Display on the bulletin board some interesting pictures that show something happening, such as children playing in the ocean, a child eating an apple, a family picnic, or a child with a sad expression. Ask such questions as: "How does the child feel?" Possible answers are: sad, scared, anxious, afraid, or hurt. "How does the apple taste?" Possible answers are: delicious, juicy, sweet, tasty, or tart.

As an individualized activity for fourth, fifth, and sixth graders, mount the pictures on colored construction paper and write a question at the top of each picture. Place these in a folder. The child can record answers on a piece of notebook paper., Later hold a conference with the child and discuss the choice of words.

ILLUSTRATING FOOD COMPOSITION

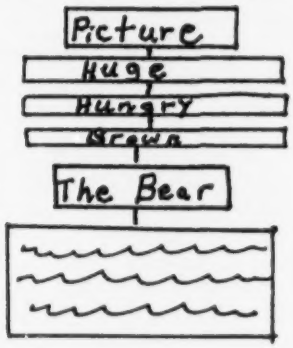
Draw a single food item such as a casserole or a cake. Underneath the picture, break down this item into its ingredients. Research the source of each ingredient, and, on a third line at the bottom of the chart, draw or find a picture of the ingredient's source. A sample chart follows:



EXPANDING VOCABULARY CONTINUED...

MAKING A PICTURE-WORD LADDER

In order to make a picture-word ladder, ask children to cut colorful pictures of any object or living thing from a magazine and back them with pieces of colored construction paper. Attach word cards describing the picture below it with strips of construction paper. If you wish, use another picture with descriptive words on the opposite side. Extra words can be added at any time. Following this activity, the children may want to use one of the picture-word ladders to create a descriptive paragraph about the picture, using some or all of the words on the ladder. Attach the story to the bottom of the ladder. These picture-word ladders can be hung by string and used as mobiles in the classroom.

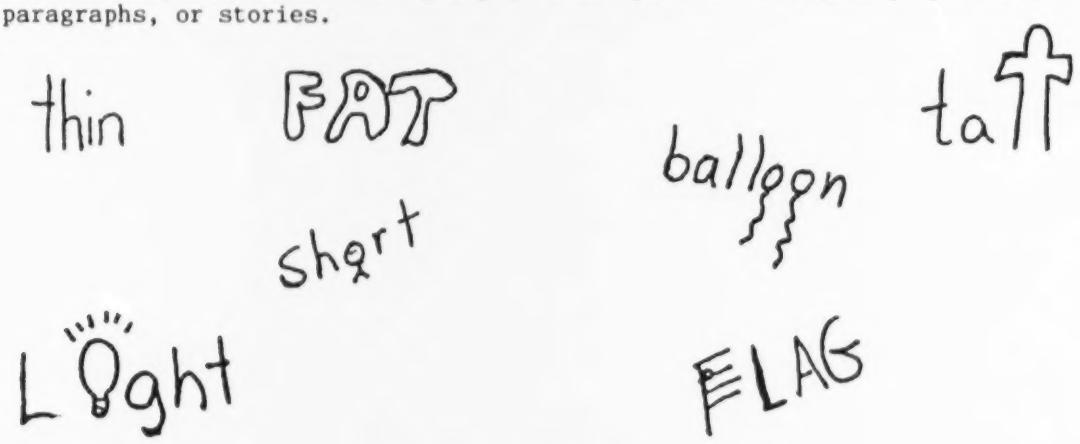


CREATING NEW ANIMAL NAMES

Have the class make up new animal names by combining two names, and make up a story with the new animal as a hero or a villain. Children might create such animal names as the following: beavermine, buffalope, ocelotter, cattler, kangarooster, elephanteater. Illustrate each story.

PICTURING WORDS

A unique and enjoyable activity that appeals to children and teaches the genuine meaning of words is word drawing. Short would be drawn with short letters next to the word tall, whose letters extend high. The word fat might be drawn with extended, roly-poly letters. The word penny might be colored copper and drawn in a circular manner. Other possibilities are the words lean, drawn at an extreme slant; flag, drawn with a flag instead of the F; balloon, drawn with strings attached to the "o's". Give the student a few models such as the words mentioned above and they will create many, many more of their own. They could individually or in small groups, make picture vocabulary posters, charts, paragraphs, or stories.



EXPANDING VOCABULARY CONTINUED...

MAKING STORY FILLER FOR HALLOWEEN AND OTHER OCCASIONS

Children thrive on this kind of activity. First, find or write a short story and remove all the descriptive words. Ask the student to think of a good, imaginative word describing a noun and write it on a piece of paper. As the tutor reads the story aloud from the chalkboard or a large sheet of story paper, each child in turn should contribute his own word at each pause. The tutor or child inserts the word into the empty space. The results sometimes sound sensible but often are pure nonsense.

A tutor can create stories for special occasions, such as the first snow; Halloween; Thanksgiving, Christmas, a windy day, and others. A story created a Halloween time follows:

In the middle of the _____, _____ night, Jimmy heard a _____ sound. It frightened him so much that he ran into his brother's _____ room to tell him about it. While they were talking, they heard something that sounded like a ____, _____ witch cackling to someone in the _____, _____ garage. Together they tiptoed down the _____ stairs to investigate. As Jimmy placed his _____ hand on the _____ knob of the _____ door, a _____ scream tortured the boys' _____ ears. Shaking and stumbling into the _____ garage, the _____ boys were startled to see a pair of _____ eyes staring at them. Quickly switching on the _____ lights, the boys saw a _____, _____ cat standing on top of the _____ car. His _____ back was humped and his _____ tail pointed upward. When Jimmy and his brother realized it was only a _____ cat, they laughed and laughed.

Using the same story, ask the child to supply orally a sensible descriptive word at the pauses.

WALKING YOUR DOG

Ask the student to imagine he/she is going to take their dog for a walk. Have the child think of action words to describe the dog while on their walk. Add these words to your **ACTION WORDS** chart. Words suggested by the student might be scampered, dug, whined, sniffed, or retrieved. Ask the class to write a few sentences about "A Walk with My Dog", using some of the action words just collected.

REVERSING THE LETTERS OF WORDS

Another way for a teacher to create an interest in words for the children in class is by giving them three words, such as tot, eye, and nun. Ask "What are the similarities within these words?" Then ask the student to think of other words that could be reversed and still remain the same. Record them on the chalkboard. Ask one of the students to create a poster for the room using all the words.

Another poster could be made of words that, when reversed, will become entirely new words such as "mood" and "doom".

CREATIVE WRITING

WHAT IF...

Place a list of "What if..." situations on the board (Example: "What if you were Big Bird and got stuck in the hen house." or "What is you were an ant and saw whole parade coming toward your home and family.")

"What if..." stories can make you something you're really not. They can be funny or serious. "What is..." stories give you an idea. You may select the "What if..." that sparks your imagination the most, or the stories will be different because each of you are different and no one thinks exactly like you do.

Animals the children have written about can be sculptured from newspaper.

ME AND WHY

Have students make a small book, six to eight pages, title "ME and WHY". The book can be composed of many things that happened in the years of growing. Allow students enough time for this project, as it should involve drawing different shapes of life, as well as writing about them.

SHORTIES

Use "shorties" to teach composition to young learners and to those who are deficient in writing skills. Shorties consist of just three sentences about a single topic. One of the sentences must be a statement, one must be a question and one must be an exclamation. They may be in any order which makes sense, for example: "I just hate macaroni and cheese! It is mushy and slippery. Do you like it?" Once several shorties are finished, let students copy them into tiny booklets. They can make booklets by folding and stapling note-pad paper together.

WRITING HANDBOOKS

Have your students compile personal writing handbooks. Pages of paper may be stapled together and covered with construction paper, or a spiral notebook may be used. Include such things as how to write titles of books and stories; rules for abbreviations, and the use of apostrophes, question marks, and quotation marks, period, commas, and exclamation points. Include words that are often used, plus each child's personal ones. As each new writing skill presents itself, add it to the booklets.

PICTURES TO WORDS

Tape a long piece of colored paper to a door or wall. Put an interesting picture at the top and next to the picture, write a question. For example: "What is the girl saying to her friend?" Let students write their answers with felt-tip markers. This fun activity will result in some clever creative thinking, practice in proper spelling and punctuation, and vocabulary stretching.

CREATIVE WRITING CONTINUED....

WHAT'S MISSING

Write a paragraph from a text on the chalkboard, leaving out all capitals and punctuation. The children's job is to write the paragraph, adding those missing items. To make it easier, give them a key which tells how many commas, capitals, and so on, are needed. Later the key may be eliminated.

The children will enjoy doing the same to test others. By adding the name of the book and page where the paragraph is found, the activity is self-correcting.

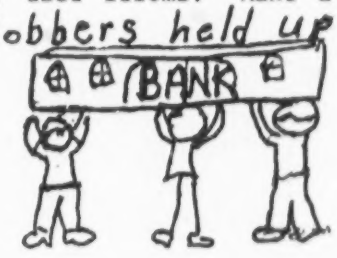
COMPARISON

Teach idioms by having children do two drawings for each--one showing the literal and one showing the real meaning. Start with these examples:

Night fell before he knew it.
Jan ran into her neighbor.
Mr. Jones gave Sue a lift home.

ILLUSTRATIVE IDIOMS

To teach the meaning of idiomatic language have the student illustrate the literal meanings of commonly used idioms. Make a display and discuss the meaning of each idiom shown.



VIVID IDIOMS

Write idioms on slips of paper and put them into a box. Have a student draw a slip of paper, then act the sentence out. Try these:

I'm all tied up now.
You said a mouthful.
The whole day is shot.
I'm burned up.

GIVING DIRECTIONS

Write directions for how to:

Make the sun shine
Eat with chopsticks
Find the washroom
Get bubblegum out of hair
brush your teeth
Make a rainbow
Pet a lion
Pet a rattlesnake
Get peanut butter off the roof of your mouth

CREATIVE WRITING CONTINUED....

FOREVER YOURS

The introductory phrase is provided, "I'm yours until..." You complete the sentences with such expressions as:

--yours till the match burns
--yours till the banana splits
--yours till the rootbeer floats
--yours till the ocean waves
--yours till the key rings
--yours till the door stops
--yours till Niagara Falls

YOU'RE INVITED

Write an invitation to an event. Be sure to tell the guests when it starts and ends, what to expect, what to wear, and what to bring.

Invite someone to:
A lightning bug hunt
World War III
To walk on air
A trip in the future
A safari
An alligator hunt
A slumber party at 112 Ocean Avenue, Amityville, New York
A raft trip
A come-as-you-are party
A jam session
Dance lessons

ZAP SHEET

Fold a 4" x 11" sheet of paper into three sections. Number each box (1,2,3). In the first box, describe yourself; in the second box, write the word "ZAP" in large letters; then in the last box tell how you've changed.

INVENT SOMETHING NEW

Invent something new! An ice cream flavor. A car. A descriptive term for an article of clothing. A piece of jewelry to be worn as a pendant. A _____ of the month (not gem, flower, or zodiac sign). A shop. A food or sandwich.

Provide appropriate questions pertinent to each item so students can invent, describe, and even draw the item. Ads or menus can spark interest here. Read samples of such imaginative writing as motivators.

CREATIVE WRITING CONTINUED....

IMAGINARY ANIMAL

Ask each student to place seventeen dots at random on a page and do as follows: Connect the dots. Place an eye and a mouth on the "animal". Color, make up an imaginary home for the creature. Develop an encyclopedia type article about the animal and tell about its habits. Read and display in room.

GRAB-BAG STORIES

Give each child four strips of paper. On the first one he designates a place; on the second he writes a time; on the third and fourth he briefly describes two characters.

Place the slips of paper in three bags labeled where, when, and who. Shake bags to thoroughly mix contents. Each child then draws a time, a place, and two characters. Using these things, he then writes a story.

COMPOSITION GAME

Huh? Write an ad to sell this creature. You may want to tell:

1. Its name
2. Color
3. Price
4. What does it eat?
5. What does it do?
6. Is it male or female?
7. How old is it?

After you write the ad, you may decorate the creature.

CREATIVE WRITING CONTINUED....

ADJECTIVE COLLAGES

To help students learn to recognize and use adjectives, ask them to cut pictures of things (nouns) from magazines, and paste them on construction paper. Beside each picture, have pupils write its name and an adjective that best describes it.

WOW!

Teach about interjections through comic strips, which are full of such dynamite words. First, have student identify the interjections in a variety of cartoons, then create their own cartoons using at least one interjection in each.

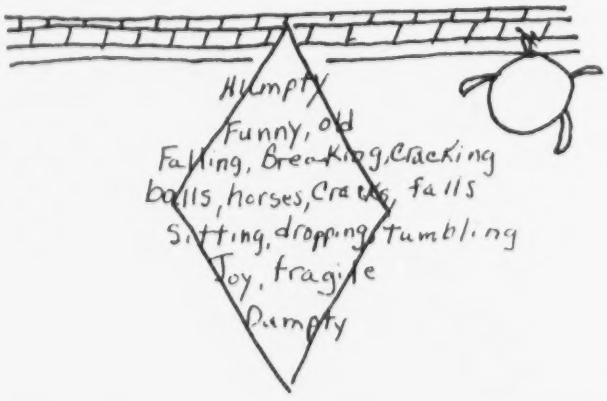
WHAT'S MISSING?

Write a paragraph from a text on the chalkboard, leaving out all capitals and punctuation. The student's job is to write the paragraph, adding those missing items. To make it easier, give them a key which tells how many commas, capitals, etc., are needed. Later the key may be eliminated.

The student will enjoy doing the same to test classmates. By adding the name of the book and page where the paragraph is found, the activity is self-correcting.

DIAMENTES

Children will become more familiar with the parts of speech through the writing of diamentes--verses given that name because of their diamond shapes. A diamente is seven lines long and need not have rhyme or rhythm. On the first line, children write a noun; on the second, two adjectives; on the third, three participles; on the fourth, four related nouns; on the fifth, three participles; on the sixth, two adjectives; and on the seventh, one noun. Have the children write and illustrate their verses.



USING THE NEWSPAPER TO TUTOR IN READING

Word detective: Let your student look through the paper until he finds a word that he's sure **YOU** don't know. You look at it; if you do know it, tell him what it means and you get two points. If you don't know it, he gets two points. Then both of you look it up in a dictionary to make sure. First one to get 20 points wins.

Cut apart headlines and news stories. Let your student try to match them together again.

Find a used car ad. Your student can pretend that he is one of the cars and can write a paragraph to convince you to buy him because he's such a good deal!

Make your own list for a scavenger hunt from any newspaper. Have your student go on a hunt through the classified pages for odd items, tent, siamese cat, violin, baby buggy, etc., and circle in red crayon each one he finds.

Look through the sports pages. Let your student look for every word he can find that is used in place of "wins" or "looses". EXAMPLE: New York dumps Chicago, Seattle upsets Golden State, Michigan swamps Texas, etc. He can circle each work as he finds it and tell what it means.

Look at the T.V. schedule. You and your student might each make a list of the programs you watch during the week and what times they are on. Then you could compare lists to see if you watch any of the same programs.

Every news story is supposed to tell **WHO, WHAT, WHEN, WHERE, AND WHY.** Find a story your student is interested in and have her look for the answers to the five W's and draw a line under each of them when she finds them.

Take your student's favorite comic strip and cut it into sections. See if she can put it back together again in the correct sequence.

Find a comic strip with no words in it. Have your student try to tell the story in words.

Look at a comic strip. Imagine "what happened next" and draw the next section.

FOR PRIMARY SKILLS....

1. Circle the words on a page or column that start with a given consonant, vowel, or blend. (Example: Find words that start with "ch".)

2. How many sentences are there on the page or in an article?

3. How many words on a page start with a given blend?

4. Circle the words that end with a given sound.

5. Circle all the contractions.

6. How many questions are on the page?

7. How many times is a given word used? (Example: Find every "was").

FOR INTERMEDIATE SKILLS....

1. How many different kinds of punctuation marks are used on a page or a column?

2. Circle all the verbs.

3. Circle all the adjectives.

4. Circle all the compound words.

5. Circle all the nouns.

6. How many one-syllable words, two-syllable words, etc.?

7. How many prefixes? How many suffixes?

8. Search through a newspaper for a word that has one letter. Circle it with a crayon. Next, try to find a word with two, then three, then four letters. Circle them. Keep searching until you have a word of ten or more letters. See how high you can go!

9. Try to find words that start and end with the same letter. Here are some examples: remember, tot, entire, that, and noon.

10. Time yourself for this word hunt: See how quickly you can find and circle words that start with all the letters of the alphabet. Find one that starts with "a", one beginning with "b", and so on down the alphabet. (You can leave out the letter "x".) Try it several times and see if you can do it faster each time.

IDEAS FOR MIXING WRITING

WITH

OTHER CONTENT AREAS

ART

CHANTS - with sand painting
MYSTERIES - with a shadow show
BIBLIOGRAPHIES - with portraits
VALUE STATEMENTS - with totem poles
EPITAPHS - with crayon grave rubbings
SPOOKY TALES - with black crayon resists
SNOW POETRY - with soap bubble paintings
COLOR WORDS OR PHRASES - with tie dyeing
MONSTER TALES - with squished paint blobs
CHARACTER SKETCHES - with cartoon sketches
WIND POEMS - with pinwheels or wind chimes
HAIKU - with silkscreens or bamboo painting
PICTURESQUE PHRASES - with torn paper screens
EARTH POETRY - with rock painting or mud painting
DESCRIPTIONS OF SCENES - with wet watercolor paintings
LIES OR TALL TALES - with oversized, exaggerated creatures
LIMERICKS - with crazy gourd characters or vegetable people
CITY POEMS OR OBSERVATIONS ON CITY LIFE - with skyline paintings
ECOLOGY POSTERS OR ECOLOGICAL BUMPER STICKERS - with junk sculpture
IMPRESSIONISTIC POETRY - with paper mosaics or crayoned pointilism
POEMS ABOUT FEELINGS - with melted crayon or smeared chalk designs
PROVERBS - with clay plaques or word collages or stained glass designs
POEMS OR TALES ABOUT FACES AND THE PEOPLE BEHIND THEM - with paper mache' masks
AUTOBIOGRAPHIES OR ME-POEMS - with body outlines or face silhouettes or personal collages

SOCIAL STUDIES

Plan a **NEW BUSINESS** or develop a **NEW PRODUCT** or offer a **NEW SERVICE**...then

- design packaging
- write contracts
- write jingles
- make up slogans
- design a catalog
- create advertisements
- form job descriptions for employees
- make lists of prospective customers
- write a resume of your services
- invent a business name and logo

Write **BIRTH CERTIFICATES** for yourself or famous persons.

Write **ANNOUNCEMENTS** for events that happened in the past.

Write **ROLE AUTOBIOGRAPHIES** ... describing your behavior and the expectations for your actions in one of your roles as a member of a group.

Compile a **SCRAPBOOK OF FAMILY HISTORY**, including a family tree and interesting information about your past. Write letters to relatives to get information.

Make a **TIME LINE** showing the major events and influences in your life.

Keep a **VALUES NOTEBOOK**--composed of pictures that represent values which you hold. For each picture, write an explanation of how that picture shows that value. Find some pictures that depict others' values, too.

Put together a **PHOTO AND WORD** essay on current key figures in the world today.

Write a **GOSSIP COLUMN** about celebrities as it might has appeared in a newspaper at a specific time in the past.

Write **TRAVEL BROCHURES**...for any place...here and there..now or in the past.

Turn a current event into a **TALL TALE.**

Paint a **WORD PORTRAIT OF A FRIENDSHIP.** To gather ideas, ask people of all ages and kinds to tell you about their friends.

Develop a **FLAG, SEAL, SYMBOL, PLEDGE, OR NATIONAL ANTHEM** for a new country.

Write a **TRIBUTE** to the Red Cross or any other organization that serves people in the world today or in the past.

Write a **PROTECT-YOUR-ENVIRONMENT HANDBOOK** for children, telling ways that young people can contribute to the preservation of resources.

MATH

IDEAS FOR MIXING WRITING WITH OTHER CONTENT AREAS

Write **DIRECTIONS** for an original math game that will help players learn math facts.

Make up **JUMP-ROPE RHYMES** using the multiplication facts.

Write a **SPEECH** that will convince someone to love math.

Write imaginative **WORD PROBLEMS** for other people to solve. Use the names of you classmates in the problem.

Write a **LOVE STORY** about a romance between a circle and a trapezoid.

Write a **POEM** using at least ten math words.

Write a **PLAY** about the "Wonderful World of Zero".

Write an **AUTOBIOGRAPHY** of a right angle.

Write a **DIET** for an overweight ton.

Write a **CONTRACT** between yourself and someone who is buying your bike on time payments.

Write a **MENU** for a restaurant where a family of four could eat dinner for under $12.00.

Write **COUPLETS** that will help you remember your addition facts.

Make a **NO NUMBER** booklet telling what the world would be like without numbers.

Write a **SONG** that explains how division works.

Compile your own **MATH DICTIONARY** that has clear definitions of the math terms you use.

Write an **ODE** to the number 17 (or any other) telling why that number is special.

Make **SIGNS, POSTERS, AND ADVERTISING BILLBOARDS** telling about the discounts that will be available at an upcoming sale.

Make a **DIRECTORY OF METRIC MEASURES.** Explain the metric system so that you directory could be used by someone who hasn't yet learned metrics.

Write **DIRECTIONS** telling how to make a cube or any other geometric figure.

Write a **BOX JACKET** for your math book...or an **INDEX**...or a **TABLE OF CONTENTS**...or write a **REVIEW** of the book.

Write **ADVERTISING FOLDERS** for resorts, camps, cruises, hotels. Figure out what your rates will be for individuals, families and groups.

SCIENCE

Make a **RECIPE** and **MENU BOOK** giving menus for well-balanced meals for a family.

Write the **LIFE STORY** of a jellyfish or tadpole.

Write a **SCHEDULE** for the care and feeding of the classroom pet (or your pet at home).

Make a **DIRECTORY** of common diseases. Describe symptoms and cures for each.

Write a **RESUME** of your qualifications to be class zoo-keeper or plant-tender.

Write a **TRIBUTE** to your teeth or hair or vocal chords or muscles.

Write **DIRECTIONS** for making a bug-catcher or for preserving animal tracks.

Write a **TONGUE TWISTER** about tongues or tendons.

After growing crystals, create **CRYSTAL-SHAPED** poems.

Prepare a **CONSUMER'S GUIDE** for 50 ways to conserve water.

When you're studying the universe, write **SPACE FANTASIES.**

Write **SUPERSTITIONS.** Then explain scientifically why they can't be true.

Write an **INDEX OR TABLE OF CONTENTS** for a book on earthquakes or engines or seasons or electricity.

Keep **DATA SHEETS**...careful records and notes on any science experiment. Write an hypothesis before you begin and a summary when you finish.

Write **WEATHER MYTHS** to explain weather conditions or any other phenomena that persons long ago might not have understood.

Create a **SCIENCE CALENDAR.** On each month's page, write and illustrate interesting scientific facts and discoveries.

Compile a booklet of **FIRST AID PROCEDURES** for a school, a home, or a camping trip.

Write **WEATHER POEMS OR PERSONIFICATION STORIES** about clouds or hailstones or tornadoes.

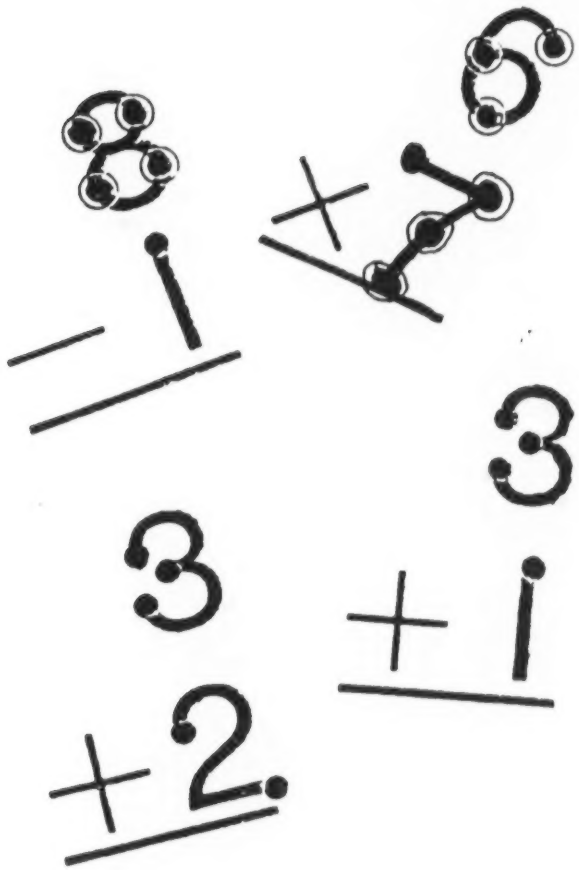
Write a **FAMILY ALBUM** or your own **ROOTS** ... describe the traits you inherited.

Write **QUESTIONS FOR INTERVIEWING** a geologist, etymologist, microbiologist, chemist, hematologist, meteorologist, pharmacist, or physicist..

Make a **DIRECTORY** of plants, land forms, birds, arachnids, or reptiles. Draw 15 or more of each, label, and write distinguishing characteristics.

TOUCH MATH

TOUCH MATH



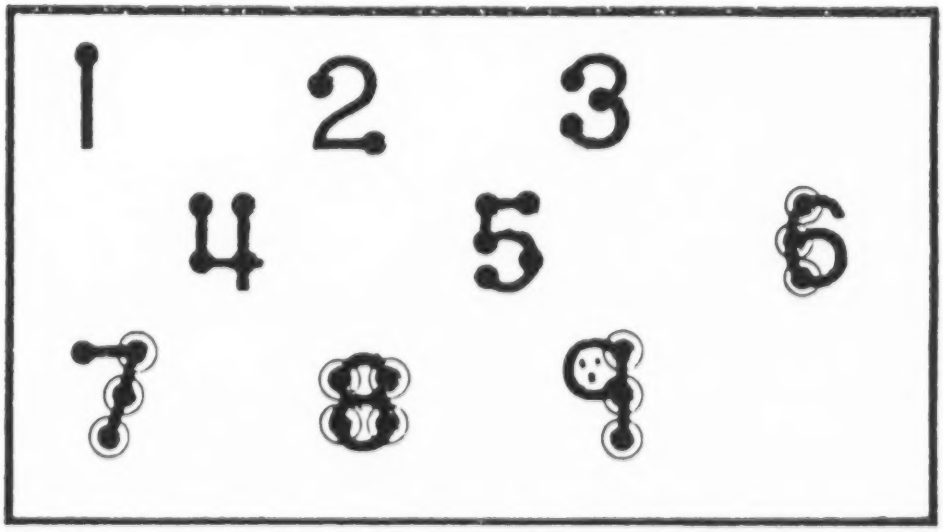
SOME BASIC INFORMATION

For the Touch Math program to be maximally effective, there are several skills the students must be taught. Before introducing addition, the students need to be able to do the following:

1. count by rote from one to twenty initially and one to a hundred eventually
2. write the numerals
   - know the formation
   - know correct left-right ordering
3. understand the correct method for touching the dots on each number (shown at the end of this section)

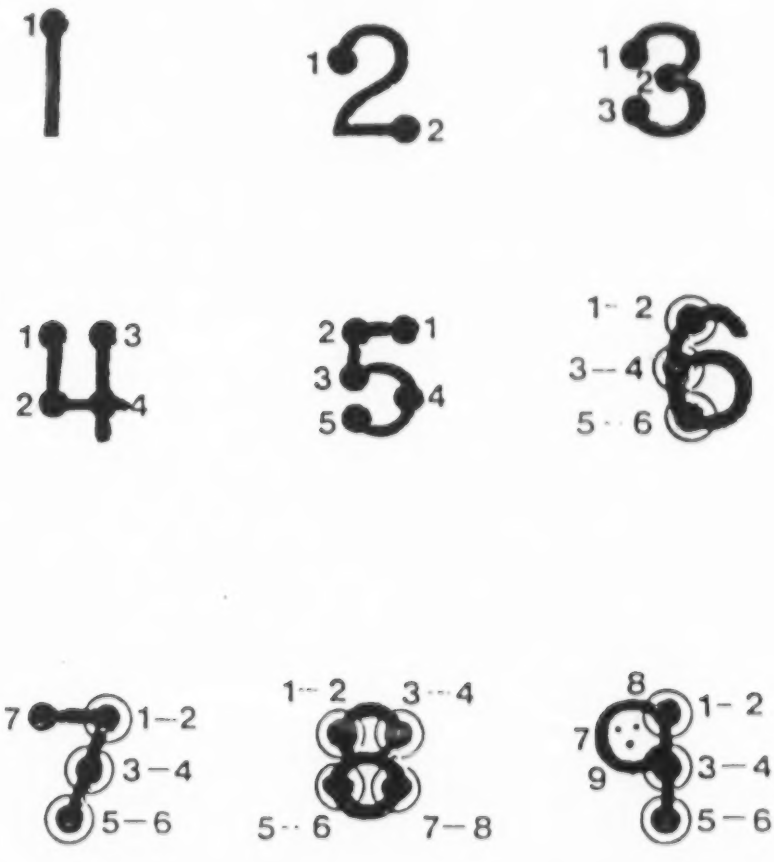
For subtraction the student must be able to count backwards from any number below nineteen. This is referred to as *continuance counting*. That is, if the teacher says, "six," the student must be able to say, "five, four, three, two, one." If the teacher says, "thirteen," the student must say, "twelve, eleven, ten, nine . . . one." Before beginning the sections on multiplication and division, the student needs to understand and apply *sequence counting*. In other words, the student must be able to count by twos to twenty, threes to thirty, fours to forty, and so on.

It is recommended that a large chart of the numbers be placed in full view of the class. A standard number chart such as the one below with contrasting dots on each number is helpful and motivating.



A number chart on the desk of each student is also an excellent initial help with preschool through second grades and educationally disabled students.

Teach the student to touch the numbers consistently in the same pattern. This eliminates later confusion. It is recommended that the numbers be touched in the following manner:



Touching the nine is made easier by telling the students there is a face in the hollow of the number.

INSTRUCTIONS FOR ADDITION

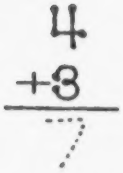
SECTION A

Section A involves learning to touch each number in the pattern indicated (see page four), writing the numerals, and single-digit addition. Simple addition is begun by counting in correct order all the dots on both numerals of the problem. See the margin for an example. A student who misses any problems on a worksheet is undoubtedly touching the numbers incorrectly. The teacher can verify this by asking the student to count the dots out loud. In this way mistakes in touching the numbers are caught early. An alert teacher is essential.

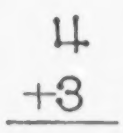
SECTION B

Section B involves continuance counting and double-digit addition without carrying. The dots are removed from the largest number. Students are then shown that the process of addition is more quickly performed if the name of the largest numeral is said out loud with counting continuing on the smaller numeral. See example in the margin. If the student is not ready to understand that it is not necessary to count the dots on the larger number, it is best to let him or her use the method which works best. She/he will discontinue the needless counting of the larger number when comfortable with doing so. It is essential for this section that the student be able to select the larger of the two numbers.

In double-digit addition, it is important for the student to begin on the side with the arrow. The teacher must watch to see that this is being done, as it will affect the student's ability to regroup or carry, introduced in the next section.



Beginning with the fo
count the dots sayi
"1,2,3,4". Contir
counting, saying "5,6,
using the dots on
three.



Starting with the
say "4". Continue co
ing, saying "5, 6, 7," u
the dots on the three.

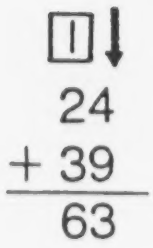
SECTION C

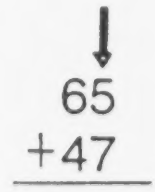
Section C introduces carrying or regrouping. Once again, we begin on the side with the arrow. When the answer for the first column is derived, the student writes the number in the same order he/she always does, from left to right. For example, if the sum of the first column is thirteen, the student first writes the one in the box above the ten's place. She/he then writes the three under the one's column. This is an effective way to reduce reversals of numbers.

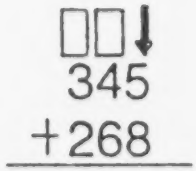
In an effort to have the student write the regrouping without the external aid of the box, it is deleted from the later practice pages of this section. The arrow is maintained in order to reinforce the correct side to begin a problem.

It is optional at this point for the teacher to introduce three-place addition. Depending on the grade level and teacher's goals, this would be an opportune time to introduce such a procedure. Hundreds and tens place would both have boxes above them, while ones place would be marked by an arrow.

After this section is completed, many young students forget that you do not always have to carry. The wise teacher would combine carrying and non-carrying problems on a worksheet to insure understanding of when the regrouping process is used.







INSTRUCTIONS FOR SUBTRACTION

SECTION D

Section D includes counting and writing the numbers backwards from ten and the beginning of subtraction using the numbers ten and below. At this point the student must be able to count backward from ten and practice continuance counting backward from any number below ten. In the process of subtraction, the student places his/her pencil on the top number and says its name, then counts backward on the dots of the number below. See margin area for an example.

$$\begin{array}{r} 7 \\ -\,3 \\ \hline \end{array}$$

The student touches the seven and says its name, "7." Touching the three, she/he counts backward saying "6, 5, 4."

SECTION E

This section contains practice in counting and writing the numbers backward from nineteen, subtraction of a single-digit from any number nineteen or below, and double-digit subtraction with no borrowing. In using a double-digit numeral and subtracting a single digit numeral, the student is again asked to touch the entire top numeral, say its name, and count backwards on the second numeral. The two-digit problems with no borrowing are the same as the simple subtraction in Section D. The student must remember to start on the side with the arrow, working each column separately.

$$\begin{array}{r} 18 \\ -\,9 \\ \hline \end{array}$$

The student touches the eighteen and says its name, "18." Touching the nine, he/she counts backward saying "17, 16, 15, 14, 13, 12, 11, 10, 9."

SECTION F

Section F introduces the concept of borrowing with double-digit numbers only. Borrowing is carried out in the usual manner, but a line over the tens column and an arrow over the ones column are provided to guide the student. A rule of thumb is, "When you cannot touch all the dots on the bottom number, you need to borrow. You ask to borrow just one number to help you out."

$$\begin{array}{r} \downarrow \\ 53 \\ -\,47 \\ \hline \end{array}$$

In subtraction, *don't* say to the student, "We are going to take the the smaller number from the larger number." If you do, the student will later attempt to reverse the process. *Always say*, "We are going to take the bottom number from the top number."

The student may become confused and attempt to subtract three from seven instead of borrowing.

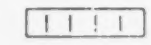
INSTRUCTIONS FOR MULTIPLICATION AND DIVISION

PROCESS

The process of multiplication involves counting in sequence by one number on the dots of the other number. Therefore, in the problem in the margin, the student touches the first dot on the five saying, "two," then the second dot saying "four," then "six, eight, ten."

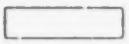
$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

In division, the student counts in sequence using the divisor and stops when the value is equal to the dividend (this applies to problems with no remainder). For example, in the problem eight divided by two the student counts by twos saying, "two, four, six, eight," all the while making a mark for each number said in the box above the problem. Since there are four marks, the answer is four.

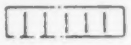


$2\overline{)8}$

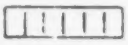
This same pattern is used in division problems with remainders except that the student is told, "Count as closely as you can without going over the value of the dividend. Write the last number spoken below the dividend. Then go back and count the marks in the box. Write it as your answer. Subtract to determine the remainder." The process would look like the example in the margin.



1.) $2\overline{)11}$

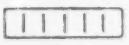


2.) $2\overline{)11}$

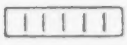


3.) $2\overline{)11}$
$\underline{10}$

Although worksheets are not included for more complex multiplication and division, the process is the same.



$$\begin{array}{r} 5 \\ 2\overline{)11} \\ \underline{10} \end{array}$$



$$\begin{array}{r} 5\text{ r.}1 \\ 2\overline{)11} \\ \underline{10} \\ 1 \end{array}$$

OPTIONS FOR TEACHING MULTIPLICATION AND DIVISION

There are three options open to the teacher in teaching this section.

OPTION I:

If an entire school is using Touch math, then sequence counting of numbers begins in Kindergarten and goes through third grade. Sequence counting should be taught in the following order:

K - 2, 5
1 - 3, 4
2 - 6, 7
3 - 8, 9

This should be done without any direct reference to multiplication until all sequence counting has been mastered.

OPTION II:

This option is appropriate *only* for students who easily grasp mathematical concepts. When these students are approaching the readiness level to begin multiplication and division, then teach sequence counting in the following order. (If juvenile-aged students, begin this at the start of the school year. The schedule below reflects a traditional school time table.)

September - 2, 5
October - 3, 4
November - 6, 7
December - 8, 9

OPTION III:

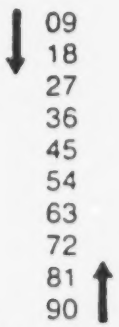
This option is a viable choice, but can cause problems in division for some children. When students are ready to learn multiplication, present the multiplication by zeroes and ones. Following this, teach sequence counting by twos and multiplication *and division* by twos. Continue in the same manner using the following order of presentation:

twos, fives, threes, fours

It is important to teach along with this the reversibility of the process. (2 × 8 = 8 × 2) Worksheets are provided for this skill.

Now teach multiplication by nines. Here are some examples of expedient and appealing ways to teach them.

Pattern 1: Write the numerals 0-9 from the top down in the left hand column and from the bottom up in the right hand column. Here you have the products of the nines.



Pattern 2: All of the products, when added as separate values, equal nine. For example, nine times three equals twenty-seven which may be expressed as two plus seven which equals nine.

(9) 0 + 9 = 9
(18) 1 + 8 = 9
(27) 2 + 7 = 9
(36) 3 + 6 = 9
(45) 4 + 5 = 9
(54) 5 + 4 = 9
(63) 6 + 3 = 9
(72) 7 + 2 = 9
(81) 8 + 1 = 9
(90) 9 + 0 = 9

Pattern 3: By again listing the products in a column, a third pattern may be discovered. If we add one (1) to the left numeral in the column and subtract one (1) from the right numeral, the next product in the sequence of nines is obtained.

(9) 0 9
+1−1
(18) 1 8
+1−1
(27) 2 7
+1−1
(36) 3 6
etc.

Pattern 4: The first number of the product is one less than the factor being multiplied times nine.

$2 \times 9 = 18$ $\quad$ $5 \times 9 = 45$

$(2 - 1 = 1)$ $\quad$ $(5 - 1 = 4)$

The second number must be of a value which, when added to the first, will be enough to equal nine. (see pattern two)

$2 \times 9 = 18$ $\quad$ $5 \times 9 = 45$

$(1 + \underline{\quad} = 9)$ $\quad$ $(4 + \underline{\quad} = 9)$

At this point if you have taught twos, fives, threes, fours, nines, *and the reversibility* of all these numbers, there are only six problems the student does not know. They are:

6×6
6×7
6×8
7×7
7×8
8×8

Four of the problems may be taught using gimmicks as a motivation.

$6 \times 6 = 36$

(½ of 6) (=6)

$7 \times 7 = 49 = 1$ less than 50

$6 \times 8 = 48$

(½ of 8) (=8)

$56 = 7 \times 8$

5, 6, 7, 8

The remaining two problems can be taught by rote.

The Touch method lends itself well to most math games you may already use or any good book of math games. Below are ideas collected from teachers already using the Touch Math program.

A. Rote Counting

1. Forwards

Verbal drill
Dot to dots
Simple rhymes
Number line
Count while lining up
Color mystery pictures
Numerals on the floor
Aztec math
Calendar
Dice or wooden cubes with numbers on them

2. Backwards

Verbal drill
Dice or cubes with numbers
Count backwards while lining up
Dot to dots (work them backwards)
Number line
Walking backwards while counting backwards

B. Continuance Counting

1. Forwards

Verbal drill
Dice roll- whatever number comes up, student counts the next numbers up to any number named.
Ball roll- form a circle on the floor; first person says a number and rolls the ball to another person who says the next number, etc.
Teacher counts and stops; student says next number and keeps going.

2. Backwards

Dice roll
Card game- using the number on the card drawn, the student counts backwards in order to make one point.
Chalkboard- each student given a card with a different number (1-21); student must then write numbers going backwards on the board.

C. Sequence Counting

Verbal drills
Students tape the counting or listen to tapes of same
The game "Buzz Buzz"
Puzzles with number sequence on back
Adapt number families to rules of the game "Rummy"
Ball roll
Rhymes which include sequence counting

TOUCH MATH RATIONALE

The Touch Math program:

-teaches the four basic processes of addition, subtraction, multiplication, and division.

-is a multisensory approach using the visual, auditory, and tactile channels of learning.

-requires no expensive materials.

-involves concrete, pictorial, and abstract levels of understanding

-is a supplementary math program designed to complement any math series.

-facilitates rapid and concise understanding of basic mathematical concepts.

-is flexible to meet the developmental needs of the students.

-is appropriate for initial or remedial instruction, group, or individual.

-offers life-coping skills to children and adults unable to grasp concepts.

-once learned, may be used in any situation (including standardized tests).

-may be used successfully with all ability levels including learning disabled children.

-is a strong aid in correcting number reversals.

RESOURCES

A Tutor's Guidebook for Remedial Reading by Nicholas P. Criscuolo

Good Apple, Carthage, IL

Highline Indian Program, Seattle, WA

Instructor's Big Idea Book, The Instructor Publication Inc., Danville, NY

The Language Arts Idea Book, by Joanne Schaff

The Mailbox, Greensboro, NC

Oklahoma Writing Project, University of Oklahoma, Norman, OK

Pat Ross, Director of Student Services, Moore Public Schools, Moore, OK

Dr. Gail Tompkins, University of Oklahoma, Norman, OK

Touch Math, Colorado Spring, CO

Dr. Richard Williams, University of Oklahoma, Norman, OK